

Media Lab

STOP MOTION

TEACHER GUIDE

AFTRS

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THIS TEACHER GUIDE ACCOMPANIES THE MEDIA LAB LEARNING RESOURCE – STOP MOTION

For additional planning considerations please refer to the introduction section of the Learning Resource

OVERVIEW

In this practical and creative unit, students will focus on using creative visual literacy skills to explore stop motion filmmaking. The unit develops the students' understanding of character and story and encourages them to undertake activities that will develop their abilities to plan, structure and design media artworks that engage audiences. They will undertake critical and creative work, including writing, storyboarding, filmmaking, sound design and editing. Students will closely examine stop motion style films and create several short film projects of their own, individually or in groups. Students will keep a production folder as they build their understanding of stop motion animation and create a portfolio of various stop motion projects and experiments.

USING THIS UNIT IN THE CLASSROOM

In this unit students will analyse the elements of a several different stop motion films and then create a portfolio of their own stop motion media artworks exploring a variety of animation styles. The unit is an interconnected set of 10 linear sequences that can be completed all in 2-3 weeks, or across a much longer period. It ranges from introductory sequences looking at the history of the medium and analysing examples, to guided activities for learning skills and creative endeavours to allow students to put these skills to the test. The final sequences allow for reflection and the unit culminates with the screening of the created animations. Teachers can opt to use some or all of the activities presented or can modify activities, content of modes of presentation to suit their needs.

ASSESSMENT OVERVIEW

Teachers may wish to assess learning in a variety of ways. To assist with this process, a range of possible assessment tasks and marking rubrics are outlined below.

RESOURCES

There are a number of things students will need to be able to complete this unit though the exact specification will vary across schools. The suggested list of equipment is:

- Tablet or smart phone – 1 for every 2-3 students. Digital cameras can be used, but are not ideal for stop motion beginners.
- Tripod per tablet/phone
- Computer/tablet with editing software (suggested software iMovie or for more advanced students Adobe Premiere Pro)
- Variety of media for students to engage with (paper, clay, pens, Textas, Lego, toys, post-it style sticky notes).

MAP OF CONTENT AND ASSESSMENT

SEQUENCE	CONTENT	ACTIVITY	WORKSHEET	ASSESSMENT
<p>Sequence 1</p> <p>What is stop motion animation?</p>	<p>In this sequence, the students will participate in a set of introductory interactive activities aimed at ascertaining their background knowledge of stop motion films and filmmaking.</p> <p>The techniques identified by the students through the activities will provide a starting point for this unit that explores the process of planning and producing a portfolio of stop motion films.</p> <p>This sequence draws on the General Capabilities of Literacy and Personal and Social Capability.</p>	<p>Students will watch a range of short stop-motion films and will analyse the content, the techniques used and the response of an audience to the content.</p>	<p>Worksheet</p> <p>Analysing a stop motion film</p>	<p>Short stop motion film analysis task (see worksheet)</p>
<p>Sequence 2</p> <p>A history of stop motion</p>	<p>In this sequence students will be learning the basic history of the stop motion film as well as the basics of persistence of vision. They will make their own thaumotrope and flip book. They will draw the images and flip them to see exactly how the illusion of movement occurs. This allows them an understanding of the very basics of the process.</p>	<p>Students create their own thaumotrope and flip book.</p>	<p>Worksheet</p> <p>A very short history of stop motion</p>	<p>Students create a thaumotrope and flip book which will become part of their portfolio of work</p>
<p>Sequence 3</p> <p>Stop Motion movie-making</p>	<p>This sequence allows students to try out some simple stop motion film ideas. Students look at examples of films and brainstorm an idea, character and film from a given starting point. Students learn the basics of using stop motion equipment and software and then practice it on their first short film. Students reflect on learning at the end of the lesson.</p>	<p>Students look at some examples of drawn stop motion films and then attempt their own.</p>	<p>Worksheet</p> <p>Simple Video Stop Motion</p>	<p>Students create a simple drawn stop motion film which will be part of their portfolio</p>

SEQUENCE	CONTENT	ACTIVITY	WORKSHEET	ASSESSMENT
<p>Sequence 4</p> <p>Simple Story for Stop Motion</p>	<p>In this sequence students will look at the specific form of writing for a stop motion film, and particularly at writing the one-line pitch for a film. Students practice coming up with and writing their own simple story ideas and create characters to be part of these ideas.</p>	<p>Students write several one-line pitches for short animation ideas. They create and illustrate a character from one of these films.</p>	<p>Worksheet</p> <p>Simple story for stop motion</p>	
<p>Sequence 5</p> <p>Making a Stop Motion Film with Paper and Food</p>	<p>During this sequence students look at the idea of using a variety of everyday objects to create film and are pushed to create within the constraints of both time and medium. They look in detail at stop motion made with post-it notes and food and then create their own short films for presentation to the class.</p>	<p>Students will watch several short film examples and discuss them. They then fill out a variety of planning lists on their worksheet to prepare for and then short two short films with given mediums and time-limits.</p>	<p>Worksheet</p> <p>Making a Stop Motion Film with Paper and Food</p>	<p>Students create two short films for their portfolio</p>
<p>Sequence 6</p> <p>Using your body to create a Stop Motion Film</p>	<p>This sequence is about exploring different mediums and ways of creative stop motion animation and involves the students watching films that were made using human movement and then experiment with their own version. Students analyse their movements and consider audience when creating their final products. Students also learn about the pre-production process of shotlisting and create their own shotlist.</p>	<p>Students will complete a series of questions on using the human body as a film medium and then complete a shotlist and shoot their own short film.</p>	<p>Worksheet</p> <p>Using your body to create a Stop Motion Film</p>	<p>Students create a 'human stop motion' film for their portfolio</p>

SEQUENCE	CONTENT	ACTIVITY	WORKSHEET	ASSESSMENT
<p>Sequence 7 Making a Stop Motion Short Film</p>	<p>This sequence encourages and guides students through the process of beginning to create and plan a longer stop motion film. It is non-prescriptive and the teacher may wish to provide a theme or to narrow the parameters of medium to cater to what is available in the classroom.</p> <p>Students plan and storyboard their film with a focus on using different shot sizes to create a more detailed film. The teacher may wish to look at the worksheets from the other Learning Resources on shot size to enhance the learning in this area. For example, see section 2 of the Introduction to Documentary Learning Resource.</p>	<p>Students will brainstorm and break down their ideas into something usable, looking at elements of plot and character and then storyboard them ready for filming.</p>	<p>Worksheet Making a Stop Motion Short Film</p>	
<p>Sequence 8 Tips for Shooting your Stop Motion Short Film</p>	<p>This sequence is about consolidating knowledge before filming begins and allowing students to spend time in preparation. Discussion will allow for questions to arise and students are encouraged to write a production diary of what they have learned as they begin to plan and film their longer stop motion project.</p>	<p>Production and production diary writing.</p>	<p>Worksheet Tips for Shooting your Stop Motion Short Film</p>	<p>Production diary task</p>

SEQUENCE	CONTENT	ACTIVITY	WORKSHEET	ASSESSMENT
Sequence 9 Editing and Using sound in a Stop Motion Film	This sequence teaches students some of the valuable skills they need to edit and add sound to their final stop motion film. It is pitched at a simple level so that students of all levels of understanding and experience can use it, though it will still be useful practice for more experienced students to keep an editing checklist as they complete post-production on their films.	Students fill out a post production editing checklist as they begin and work through the editing process.	Worksheet Editing and Using sound in a Stop Motion Film	
Sequence 10 Present and Promote your Stop Motion Film	This is the time for students to evaluate their work and discuss it. They will answer detailed questions about their film and use the answers for both individual understanding of their learning experience, and to create a promotional poster to share with the class. Students should be encouraged to celebrate the release and screening of these films as the achievement it is.	Creation of a promotional poster for the film.	Worksheet Present and Promote your Stop Motion Film	Final film becomes part of the portfolio assessment

POSSIBLE ASSESSMENT DETAILS AND MARKING RUBRICS

Students may complete a series of formative assessment tasks to track their understanding throughout the unit and present these as part of their final assessment. Teachers may choose to include a receptive assessment that involves reflection upon the filmmaking process. The suggested productive assessment task involves the creation of several short stop motion films and a promotional poster.

1 PRODUCTION DIARY TASK

Using the worksheet and class discussion information, write a production diary around the making of your final stop motion film

TASK: PRODUCTION DIARY TASK 20%	IN PROGRESS	BASIC	PROFICIENT	ADVANCED
Student can identify and articulate learning experiences critically				
Student can identify and comment on elements of film craft used and why they are effective				
Student can articulate a personal opinion on the process of stop motion filmmaking				
Report is neat, well presented with few spelling or grammatical mistakes				

2 STOP MOTION FILMMAKING PORTFOLIO

Create a series of short stop motion animation films based on the tasks completed in class. Students will write, direct, produce and edit the films. Teachers can decide if this is an individual project or a group project

TASK: PORTFOLIO OF FILMS 60%	IN PROGRESS	BASIC	PROFICIENT	ADVANCED
Hand drawn stop motion film is complete				
Hand drawn stop motion film adequately explores the idea of persistence of vision and shows a creative exploration of the idea by the student				
Human stop motion film is complete and adequately explores the use of the human body to create an entertaining stop motion film				

TASK: PORTFOLIO OF FILMS 60%**IN PROGRESS****BASIC****PROFICIENT****ADVANCED**

Sticky note and food challenge are complete and the films show a creative exploration of the medium

Final stop motion film is complete and explores the craft creatively

Sound is well captured and designed. Music is appropriate and ethically sourced. Sound effects are employed to maximum effect

Films are edited carefully, accurately and in a way that highlights the stories

Student shows a practical understanding of the craft and stop motion film is seamless and well made

3 CREATE A PROMOTIONAL POSTER TO ACCOMPANY THE SCREENING OF YOUR FINAL FILM

A one page poster using the template provided in class

TASK: PROMOTIONAL POSTER 20%**IN PROGRESS****BASIC****PROFICIENT****ADVANCED**

Student delivers a colourful, visually stimulating poster that adequately promotes their final film

Student uses colour, font and language that suits the content of their film and highlights genre

Student articulates the strengths of their film well and uses words to sell the audience on watching the film

Poster is neat, well presented with few spelling or grammatical mistakes